
ooo The AMERICAN ooo SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Vol. IV

OCTOBER, 1923

No. 2

Girls' Continuation School Commercial Work

By Mrs. M. Anna Ford, Newark, N. J.

[The following is an interesting and instructive summary of the aims and requirements of the work done in the Girls' Continuation School of Newark, New Jersey, presided over by Mrs. M. Anna Ford, a well-known teacher of Gregg Shorthand. We take pleasure in presenting this.—Editor.]

NOT so much to make remarkable typists and office girls as to form habits applicable to everything in life through the subjects of Type-

Aim writing and Office Practice.

These girls are at the most impressionable age in their lives and the information given makes an indelible impression. This instruction is passed on to members of their families, their friends and their children, and is vastly much more worth while than the lessons alone. The personality of the instructor, after all, counts more heavily, I believe, in this work than mere instruction.

Girls are supposed to keep "scrubbed up" all over. Hair must be combed and kept in perfect order,

as that feature "shows up" the most when a prospective employer looks over the class. There must be carefulness of dress

Neatness above the waistline especially, for the same reason.

This leads to care below and outside the vision of visitors. Hands must be scrubbed in hot water and plenty of soap at night, also before school. Nails must be trimmed and cleaned underneath, as hands are much in evidence at work. Clothing suitable for an office is encouraged; "party" clothes and extreme styles are discouraged. No gum-chewing, powdering of noses, rouging or lip sticks are allowed in the room. The room stands in the place of a real office, not

a boudoir. No pencils may be stuck in the hair as is often seen in the stores.

Girls must have respect for themselves, for each other and for their work. Each session, the girl who looks especially neat is selected to go to the different rooms and collect the attendance slips for the office. I usually say, "May, you look very nice this morning, will you collect the slips?" or "Susie, your hair is especially well arranged, will you collect the slips?" These remarks sink in and work wonders.

There are ten different girls using each desk. The preceding girl is responsible for the condition in which the desk is left. No excuse

Order that "I did not do it, the other girl did," is accepted, hence, the "checking up" is fairly accurate. No waste paper is allowed on the floor or around the machines and all drawers, books, envelopes, and machines must be kept in perfect condition. Pencils, rulers, and other articles borrowed from my desk must be returned and put in their proper place, not thrown on my desk. Paper is inspected to see that as much as possible has been used. The tops of the desks must be kept as orderly as possible while work is being done. No paper may be rolled up in a ball, but must be turned in for the use of beginners. No clean sheets may be kept in the desks, they must be turned in to their proper place, as must all rulers and pencils.

Reports of disorder, torn books, desks left unlocked, machines not covered, etc., are written on my seating plan in the space

Responsibility provided for the name of the girl.

The next time said girl appears, she is told of the report against her and there isn't any "come back" for her.

All correct papers are kept in separate envelopes and no girl is supposed to open the envelope of another, as she must have respect for personal property, but every month we have a general "house cleaning," and all clean or waste paper is reported.

The phrase, "I can't" is never allowed. There is nothing in the department which cannot be done.

Self-Reliance Often the keys to the desks give trouble, but the owner must "keep at it" until she succeeds.

No girl is permitted to help another in anything which she should be able to do for herself.

In instruction of lessons all girls help one another. Beginners are started by the girls. "Centering" is taught by the girls previously shown by me. This clinches their knowledge. Margins are inspected by each other. Fingering is watched by a girl who may be temporarily unable to work.

All desks have keys and must be locked each time after using. These keys must be hung on the right nail on the key-board.

Every desk has a duster which must be used each time before work. All machines are thoroughly cleaned about once a month.

Every machine has a cover which must be put on.

All ribbons must be put on by pupils after being shown.

All machines must be kept running as far as possible by the pupils. As the ribbons seldom re-wind on old machines and several minor troubles are repeatedly occurring, this teaches the girls initiative and much patience.

Pupils check all mistakes in their own work before showing it to me. In more advanced work they check one another's. This leads to proof-

reading and accuracy in "checking up" so necessary in many offices. No erasures or struck-over letters are accepted, as this is untidy work.

Measurements to the thirty-second of an inch *exactly* are insisted upon.

In centering, one-half of thirteen is 6 not 7 as seems to be

Exactness universally the answer, and the weight of the

uneven number is thrown on the right side which needs it most for balance.

"Hit or miss" methods are not tolerated.

Every letter must be accompanied by an envelope cut from waste paper. The arrangements of letters in the book often cannot be followed; the pupil must think for herself and keep margins even.

Absolute quiet is insisted upon except in regard to work when conversation is permitted. There is

Industry evidence of lack of restraint, but each girl is "on the job." In leaving the room, pupils must not disturb two or more girls when one is sufficient.

Girls must not stop work to stare at visitors or listen to conversation not directed to them. Neither must they come to me for correction of work when I am busy or stand around and wait. They must "keep busy" all the time.

Girls are taught to carry oral messages correctly and find the person or place indicated without appealing to me for aid. There is

no use saying "Where is it?" "I don't know who she is," and asking me questions about it. My reply is "Find out,"—and they

Initiative do. One of the greatest faults with every girl is that she is reluctant to "go it alone." She has been helped too much all along the line in school and she won't get it in an office. Therefore,

to save her from losing a position through this attitude which is very annoying to every employer, she must learn initiative and self-reliance. Boys are noticeably better in this regard than girls.

Work goes on just the same when I am absent. As one pupil remarked to a substitute teacher, "You won't find us a bit of trouble, we go right on with our work." This teaches them not to loaf when their employer is away and

when not under supervision.

Signs of temper, shrugging of shoulders, unwillingness to do the work over, etc., are all carefully noted and scored. An especially bad case, I

Character keep after until the habit isn't apparent—I haven't any illusions about its not being below the surface. Cheerfulness, patience, keeping of one's temper, even when remarks are unjust and undeserved, willingness to take correction or work overtime are noted and openly commended, as are other especially "good points" in the different girls.

Watch

the November issue of the *American Shorthand Teacher*, for the beginning of a fascinating report on a new experiment in education conducted by Mrs. Frances Effinger-Raymond and Miss Elizabeth Starbuck Adams, of the Pacific Coast office of the Gregg Publishing Company.

It is hoped that this report will be a definite start toward standardization in shorthand-teaching methods.

Don't miss any of this important series of articles which is to begin next month!

—Editor.

SCHOOL AND PERSONAL NEWS

Found in the Editor's Mail



ANOTHER of our teacher friends has stepped up in the ranks this year. Mr. E. F. Burmahln is now director and supervisor of commercial education in the high schools of Houston, Texas. He spent the summer at the University of Washington, at Seattle, and covered all of the Western Coast, including the Yosemite, on his way to Texas. Mr. Burmahln has been in charge of the commercial classes at Lead, South Dakota.

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Plans are being made for a new \$500,000 building for Albany Business College, Albany, New York, to be erected two blocks above the State Capitol on the old Lathrop Memorial Orphan Asylum grounds, neighboring the new Municipal Library. The plans call for a four-story building, ninety feet square, with stores on the ground floor and fifteen classrooms and administrative offices upstairs. Construction will be started this fall or next spring.

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Mr. I. J. Kloster, for many years head of the commercial department of St. John's College, Winfield, Kansas, has transferred this year to Central Commercial College, in the same city, as principal.

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Congratulations to friend Tull of Detroit! Why? Well, The Business Institute has added another school to its chain to take care of the demands Detroiters are making for instruction. The new branch, which was opened this summer, is located at Woodward

and Forest Avenues, the entire second floor of the building at that location having been remodeled to give the most efficient possible equipment for business school work. There is an east-side school conducted also, at the corner of Mack and Gratiot Avenues, and the main school at 1333 Cass Avenue occupies the entire building. That gives you an idea of the scope of the work in Detroit alone. Then the Pontiac school has been in operation for years.

In addition to the business classes, a Conservatory has been conducted for some time at Pontiac, with such success that the new Woodward Avenue Branch will have a branch conservatory, The Institute Conservatory, under the direction of Mr. Charles L. Wuerth, a well-known musician and teacher of Detroit.

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Plainfield, New Jersey, High School lost J. C. Evans to Wilmington, Delaware, this year. He took up his new work as head of the commercial department of the High School at Wilmington in September.

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One of the most artistic school catalogs that reached us this summer was from Canton Actual Business College, Canton, Ohio. It does credit to the school, its authors, and the printers that put it out. In addition to the attractive sepia prints of the building and classrooms, and of typical scenes in the city, a distinctive touch is added in the pen-illuminated initial letters at the beginning of each section and the autographs of Mr. J. J.



SCHOOL AND PERSONAL NEWS

Found in the Editor's Mail

Krider, the president, Mr. S. E. Hedges, vice-president, and Mr. J. E. Bowman, secretary, under the excellent pictures of these officers at the beginning of the booklet.

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Another always-interesting catalog is that from Rasmussen Business School, St. Paul, one of the pioneer Gregg-teaching schools of the country. The feature which struck us as the most unique in this prospectus was the write-up of the shorthand and typewriting course. In this, Mr. Rasmussen enumerates many of the leading records made with Gregg Shorthand, and in addition gives a six-line lesson demonstrating the simplicity of the system.

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Our Teachers' Bureau reports that Mr. H. J. Seward is now with the West Texas Commercial College, Portales, New Mexico; Mildred Kuenne, at Cream City Business College, Milwaukee, Wisconsin; Nellie Johnson, at Fayetteville Business College, Fayetteville, Arkansas; Olive Newton, at King's Business College, Raleigh, North Carolina, and Dorothy D. Davidson, at the Mount Vernon, Illinois, High School.

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True to its aim of being different, The People's College sends us a catalog mimeographed from typewritten copy prepared by its students who are working their way through school. It is a sixty-two page book, staple bound, only the cover and the descriptions under the pictures of the faculty members, being in printer's type. The school has recently been

moved to Kansas City, Missouri, and incorporated. It was organized in August, 1914, at Fort Scott, Kansas. Work is now being offered in high school and college subjects, law, commerce, normal, accounting, short story writing, salesmanship, and poultry culture, to both resident and home study pupils.

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Minnesota College, Minneapolis, has added Miss Myrtle O. Larson, formerly of the Mitchell, South Dakota, High School staff, to its faculty.

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Another high school teacher has changed to the business school ranks—C. M. Drake, who for several years has headed the commercial department at Tempe, Arizona, is now with Heald's Business College, San Jose, California.

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The commercial department at the Indiana State Normal School, Indiana, Pennsylvania, has been developing by bounds in the past year or two. It's a "live-wire." And so is Miss Ethel L. Farrell, the new director. She has been doing splendid work for a number of years as head of the commercial classes at East Las Vegas Normal School, and the New Mexico student-teachers will miss her guidance.

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We learn with profound regret, just as we go to press, of the death, on October 7, of Mr. Jerome B. Howard, president of the Phonographic Institute of Cincinnati. Further details will appear next month.

Commercial Education Leaflets

COMMERCIAL Education Leaflets and Circulars have been issued by the Bureau of Education, Department of the Interior, Washington, D. C., during the past year. These pamphlets cover various aspects of Commercial Education, the organization and conduct of business, research work relating to college entrance requirements and training in commercial subjects given in the Universities and Colleges of the country, and so forth.

It is a most interesting and instructive series, prepared by Dr. Glen Levin Swiggett, Specialist in Commercial Education, and our readers will be well repaid by a study of them. A summary is given here. The pamphlets may be secured from the Bureau.

Leaflet No. 3 compromises a report of the first conference dinner held in conjunction with the Eastern Commercial

Commercial Education Leaflet, No. 3,
February, 1923

Teachers' Association, April, 1922. The subject "College Entrance

Credits in Commercial Subjects" was discussed, and many constructive suggestions were made. The leading speakers were Mr. William Bachrach, supervisor of commercial work in the high schools of Chicago; Mr. Paul Lomax, supervisor of commercial education, city schools, Trenton, N. J.; Dr. Cheesman A. Herrick, president of Girard College, and Mr. J. Duncan Spaeth, professor of English, Princeton University.

The fourth pamphlet contains tabulated data on the subject "College Entrance Credits in Commercial Subjects," showing the number of units

of commercial subjects accepted for college entrance by Universities and Colleges all over the United States.

Commercial Education Leaflet, No. 4,
April, 1923

"Organization and Conduct of Business" is the topic of pamphlet No. 5. It is a report of the conference held by the Bureau in conjunction with the National Commercial Teachers' Federation, Chicago, December, 1922.

Commercial Education Leaflet, No. 5,
June, 1923

The subject is discussed from the viewpoint of the business man and also from the teachers' viewpoint, how this knowledge can be best presented in the classroom.

Leaflet No. 6 offers fairly complete statistics relating to collegiate business courses. It was based on a questionnaire asking for such information as title of the division, name and title of professor in charge, title and number of degrees conferred for school year, number of instructors and students, etc., and covers information for the year 1921-1922.

Commercial Education Leaflet, No. 6,
June, 1923

No. 10 contains a list of Colleges and Universities in which are established "Business Research Bureaus," organized for the purpose of giving to education adequate courses in business education and thereby furnishing to business the desired number of properly trained personnel.

Commercial Education Circular, No. 10,
January 15, 1923

Leaflets Nos. 12 to 19 give lists of

the Universities and Colleges in which Collegiate Commercial Education Circulars, Nos. 12 to 19 inclusive courses in the various branches of commercial education are conducted. Thus: No. 12, *Ad-*

vertising and Merchandising. No. 13, *Insurance and Realty.* No. 14, *Transportation.* No. 15, *Accounting.* No. 16, *Banking and Finance.* No. 17, *Organization and Management.* No. 18, *Secretarial Courses.* No. 19, *Foreign Service Training.*



Establishing Definite Shorthand-Teaching Standards

MRS. Frances-Effinger Raymond, manager of the Pacific Coast and Orient office of the Gregg Publishing Company, and Miss Elizabeth Starbuck Adams, assistant manager, have just completed a piece of constructive educational work that is a real contribution to the science of teaching. Their project, "An Experiment to Establish Definite Standards for the Guidance of Teachers in Organizing Courses in Elementary Shorthand" was started early in August, 1922. After due consultation with a large number of educational authorities, it was found that there was a unanimous agreement that definite standards were needed by which teachers could measure class work in elementary shorthand. To use their own language:

We decided to stop theorizing and to try to find out what was actually being done over a wide territory. If the findings permitted, it would then be possible to set definite norms as guides for the teachers.

As a first step, they got the sanction of the State Superintendent of Public Instruction in California. Preliminary explanation blanks were then mailed to the principals of the high schools in six states. Altogether, 113 schools participated in the project, which was really an experiment in "behavioristic" psychology. The project has

now been completed and the detailed report organized and typed.

We are so impressed with the possibilities for good that the work has shown that we intend to publish the results in the *American Shorthand Teacher* beginning the first installment in the November issue.

Of the project Mrs. Raymond says:

Although this type of investigation is legitimate seminar research, it was felt that Miss Adams, with her professional training in education and her intimate knowledge of the work of the schools, was qualified to carry on such an investigation and interpret the results so that they might standardize at least this one phase, the teaching of elementary shorthand. We believe the findings and resultant suggestions will serve as a challenge to every teacher to better the record of her class and beat the best that has yet been reported. Two years of concerted effort on the part of the shorthand teachers will make the best records in those hours the recognized standard of achievement.

The report in the *American Shorthand Teacher* will contain an outline of the entire technology of the work, a summary of the records made in the diagnostic tests, organization of the series of tests, investigation to establish norms. This will be followed by the tests themselves, with comments after the results had been tabulated, together with tables, etc. Every teacher who has a professional interest in his work will find the report to be one of the most valuable studies he has ever made.

Program Southern Commercial Teachers' Association

Birmingham, Alabama, November 30—December 1, 1923

Friday Morning, November 30

8:00 TO 9:00 O'CLOCK

REGISTRATION OF MEMBERS

Teachers who arrive Thursday may register at the Association Desk in lobby of Hotel. 3:00 to 5:00 p. m. Register Thursday, if possible.

9:00 TO 12:00 O'CLOCK

Address of Welcome, by *Honorable D. E. McLendon*, President, City Commission of Birmingham
President's Address, by *W. W. Merriman*, Georgia-Alabama Business College, Atlanta, Georgia
Methods of Teaching Bookkeeping, by *H. M. Jameson*, Bowling Green Business University, Bowling Green, Kentucky

Open Forum—*General discussion* by members, of any school problem presented

The Teaching of Business Law, by *Birge Horton*, Massey Business College, Birmingham, Alabama
Penmanship—How I Teach It. (*Speaker's name to be supplied*)

Friday Afternoon, November 30

2:00 TO 5:00 O'CLOCK

ROTARY ROLL CALL

Salesmanship, by *J. S. Knox*, President, Knox School of Salesmanship, Cleveland, Ohio
School Ethics, by *R. H. Lindsey*, President, Spencerian Commercial School, Louisville, Kentucky
Training for Business, by *Dean J. M. Watters*, School of Commerce, Georgia School of Technology, Atlanta, Georgia

Welcoming new students and making them feel at home, by *Mrs. Margaret B. Miller*, Wheeler Business College, Birmingham, Alabama

Typewriting—Methods of Teaching. (*Speaker's name to be supplied*)

Open Forum—*General discussion*

Friday Evening, November 30

8:00 O'CLOCK

Music

Coöperation and Fraternalism among Teachers, by *Dr. Chas. B. Glenn*, City Superintendent of Schools, Birmingham, Alabama

Music

The Needs of Business Men of To-day, by *Harry C. Spillman*, Education Director, Remington Typewriter Company, New York

Music

Saturday Morning, December 1

Sight-seeing trips, visits to industrial plants, etc.

Saturday Afternoon, December 1

1:00 TO 5:00 O'CLOCK

Service that Builds Business, by *J. S. Knox*, President, Knox School of Salesmanship, Cleveland, Ohio
School Spirit and How to Cultivate It, by *J. P. Southern*, Fugazzi School of Business, Lexington, Kentucky

Requirements for Graduation, by *M. E. Jones*, Mississippi-Alabama Business College, Meridian, Mississippi

Open Forum—*General discussion*

Business Meeting—Secretary's Report, Treasurer's Report, Executive Committee, New Business, Election of Officers, Installation, Next Place of Meeting

Saturday Evening, December 1

BANQUET

8:00 O'CLOCK

HOTEL TUTWILER

Toastmaster, *J. L. Harman*, President, Bowling Green Business University, Bowling Green, Kentucky
Address, by *Honorable William W. Brandon*, Governor of Alabama

Music—Short talks—Readings, etc.

CONVENTION PARAGRAPHS

News from the Various Teachers' Associations

New England High Schools

THE twenty-first annual meeting of the New England High School Commercial Teachers' Association will be held at the School of Secretarial Science, Boston University, on Saturday, November 17, President Chester M. Grover announces.

Morning and afternoon sessions will be held. Speakers are being secured who will discuss business conditions from a national viewpoint, and methods of meeting them which are suitable for secondary school commercial education.

The attendance at the twentieth annual convention numbered about two hundred and fifty. A similarly large gathering is hoped for by the Executive Committee of this year.

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Southern Schools

THE Second Annual Convention of the Southern Commercial Teachers' Association will meet at Birmingham, Alabama, November 30 to December 1. The headquarters will be at Hotel Tutwiler, located at Fifth Avenue and Twentieth Street, six blocks from the Birmingham Terminal Station, and five blocks from the Louisville & Nashville Station.

Owing to the fact that there is a football game on Thanksgiving Day between Mississippi and Alabama, and that Geraldine Farrar and her Concert Company will also be in

Birmingham and give a matinee performance the same day, it is suggested that you come Wednesday night or Thursday morning. Anyone wishing reserved seats for either event should write in plenty of time. It is quite necessary, too, the secretary warns us, that hotel reservations be made in advance. The Hotel Tutwiler is headquarters for the Association. The Nolton Hotel is just across the street from the Tutwiler, and other good hotels, conveniently located, are Hotel Morris, Hotel Hillman, and the Empire Hotel.

Saturday forenoon will be left open for those who wish to visit the industrial plants, or take sight-seeing trips around the city. For Friday and for Saturday afternoon and evening a fine program is being arranged. The events as scheduled are given on the opposite page.

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National Education Association Election

MR. FRED NICHOLS, of the Department of Business Administration, Harvard University, was elected President; and Mr. Frederick R. Beyrau, of the New York Secondary Schools, Vice-President of the Business Section, National Education Association for 1924.

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Don't forget the National Commercial Teachers' Federation Convention at Chicago during Christmas week.

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Commercial Teacher Elected Principal of Jersey City High School

BY the recent election of Mr. Frank A. Tibbetts to the principalship of the William L. Dickinson High School, Jersey City, New Jersey, commercial teaching was given an added recognition that will have a far-reaching and most beneficial influence throughout the country.

There are but few precedents for this action on the part of the school authorities, and the election of Mr. Tibbetts places him among the pioneers who have thus been honored. It would seem to be a common-sense thing to appoint trained and experienced specialists in this field when commercial education is a factor to be dealt with. Nevertheless, there has been a general lack of appreciation on the part of school authorities of the value of having at the head of a high school in which commercial subjects are widely taught, a man who is familiar with the special problems of commercial education, and of the usual academic subjects, as well as with the problems of administration.

In New York City there have been but two men—Mr. William R. Hayward, of the Theodore Roosevelt High School, and Mr. Gilbert J. Raynor, of the Commercial High School of Brooklyn—appointed to a high school principalship. In Boston, Mr. Robert G. Laird has served as principal of the Bos-

ton Clerical School and also of the Roxbury High School for a number of years. In Detroit, Mr. J. L. Holtsclaw is principal of the High School of Commerce, and Mr. Ivan Chapman is principal of the Western High School.

These are instances that come to us at the moment; doubtless there are many others. All of these men came up through the commercial education department, and their administrations have been conspicuously successful. Their appointment was an acknowledgment of the need for a better understanding of the educational problems involved, which a background of business experience gives.

The Dickinson High School is the largest of the Jersey City high schools. It has a very extensive commercial department. Mr. Tibbetts' wide experience in the commercial education field, and the important work he has been doing as head of the commercial department in this school for many years, gives him a solid basis for a most effective administration of one of the greatest high schools in the country.

Mr. Tibbetts attended Bridgewater Normal School, Bridgewater, Massachusetts, for some years to secure a technical training in methods of teaching. He began as a teacher of commercial subjects at Salem (Massachusetts) Commercial School,



FRANK A. TIBBETTS
Principal, Dickinson High School
Jersey City, N. J.

of which his sister, the late Emma L. Tibbetts, B. Sc., was then the proprietor.

In 1898 he became principal of the commercial department of the Hope Street High School, Providence, Rhode Island, where he remained until 1906, when he was elected teacher of commercial subjects in the Dickinson High School, which had just been established. In 1914 he was made head of the commercial department of that school—the only head of a department in the public schools of Jersey City. On the recent death of the principal, Dr. James J. Hopkins, Mr. Tibbetts was elected principal.

Mr. Tibbetts has always taken a

deep interest in the advancement of commercial education and has been active in promoting the various organizations connected with it, particularly the Eastern Commercial Teachers' Association. He has been a member of the Executive Board of the Eastern Commercial Teachers' Association for several years, and for the past two years its secretary.

Our readers will join with us in congratulating Mr. Tibbetts on his appointment, and in wishing him the greatest success in his new position. His selection as the head of one of the largest high schools in the country is not only a tribute to recognized ability, but to the whole commercial teaching profession.



Teachers' Certificates

THE following candidates have been granted Gregg Shorthand Teachers' Certificates since the last list was published:

Mrs. Ada Andrews, Denton, Texas
Irene M. Arnold, Los Angeles, Calif.
Mrs. Elizabeth Bartholomew, Greeley, Colo.
Celessia Jane Bernhorn, Houston, Texas
Clarisse M. Bergeron, Pawtucket, R. I.
Sylvia Birche, Duluth, Minn.
Marie Bolyard, Colorado Springs, Colo.
Margaret R. Ten Brook, Duluth, Minn.
Eunice Belle Broughton, Springfield, Mass.
Rena Eva Brusin, Duluth, Minn.
Kathleen Butler, Duluth, Minn.
Lelia Cain, Pleasureville, Ky.
Mary Cantrell, Fort Wayne, Ind.
Dahlia Carlson, Chillicothe, Mo.
Carlos Carmona, Yauco, P. R.
Alma Cleary, Fresno, Calif.
Mildred M. Cobb, Piqua, Ohio
Helen Collins, Lincoln, Nebr.
Elsie A. Connelly, Springfield, Mass.
Mary V. Couture, Dover, N. H.
Perry Dawley, Jr., Brattleboro, Vt.
Freida B. DeFevers, Nilwood, Ill.
Margaret Dickson, Los Angeles, Calif.
Stella Margaret Dooley, Holyoke, Mass.

Edith M. Drake, Paw Paw, Mich.
M. Alice Flaherty, Barrowsville, Mass.
Martha Fleming, Fort Wayne, Ind.
Mrs. Escar Floyd, Dallas, Texas
Ruth R. Fuller, Pawtucket, R. I.
Vergia Genevieve Getting, Duluth, Minn.
Floy M. Gregory, Bellingham, Wash.
Frances Anna Hall, Pittsfield, N. H.
Charlotte I. Hallauer, Fort Wayne, Ind.
Wilma Hancock, Keokuk, Iowa
Ellen Bessie Hanna, Calgary, Alberta, Canada
Mildred L. Haylett, Coldwater, Mich.
Helen Heath, Lincoln, Nebr.
Eddie K. Hehs, San Antonio, Texas
Katherine L. Hibbon, Los Angeles, Calif.
C. W. Horner, Denver, Colo.
Fern P. Housman, Greeley, Colo.
Gwen A. Hussey, Island Falls, Maine
Hazel Huston, Lincoln, Nebr.
Mrs. Elnora Hutches, San Antonio, Texas
Florence Hyre, Lawrence, Kans.
Mrs. H. H. Jackson, Greeley, Colo.
Eunice J. Jacobs, Bellingham, Wash.
Lulu Johnson, Hastings, Nebr.
Sister M. Josephine, Saratoga Springs, N. Y.
Bernice V. Jurgens, Roseburg, Oregon
Marion Elizabeth Kimball, Wells, Maine
Evelyn Rosen Kulp, Pottstown, Pa.

(Continued on page 64)

The True Teacher

By Raymond E. Manchester,

Kent State Normal College, Kent, Ohio

COULD I be a good fairy and confer a gift upon humanity I should choose the gift of happiness. In presenting such a gift I should bestow that priceless possession of enthusiasm for life itself; I should bring to the world the inspiration needed to create new and more abundant happiness for those who live to advanced years; I should keep the bottom of life's cup free from bitterness, and I should make each day sufficient unto itself because the past would record no regrets and the future would hold out no false promises.

He who likened life to a race between a white horse representing good and a black horse representing evil, with the victory ever uncertain, perhaps had in mind the uncertainty of all human endeavor, for surely if human thought be not in vain the white horse could be made to win. And if such uncertainty there be, it must be due to ignorance, for human reason must by its nature choose well-being in place of destruction and sorrow.

Further, if education be what its definition would indicate, he is thrice blessed who chooses to teach, for thereby he desires to reduce this ignorance, the mother of uncertainty. To teach is to bring nearer that gift of happiness which is well-being and contentment and the inspiration needed for creation. If this be true, the teacher is the greatest of all possessors because he gives of his riches most freely. His is the joy of possessing happiness and participating in all the

happiness he brings to others. Certainly no wealth could surpass this.

With all this in mind a teacher should be thankful that he is privileged to devote his energies to the better adaptation and use of knowledge in human affairs. His good fortune brings him into an aristocracy safe from all revolution and free from all snobbery. It is an aristocracy not open to those who would buy or seek position through special favor. He has the pleasure that comes from connection with constructive effort.

No true teacher can maintain a trivial attitude toward life. This fact in itself makes teaching a worthy vocation. It provides for the teacher an idealism that sustains not only him but through him sustains society as well. A teacher's close connection with ever-confident and ever-optimistic youth, through contact with the ambitions of those with achievement still ahead of them, promotes a discriminating appreciation for the fine things of life. The consuming jealousies that drag some to the depths pass him by, for his is the task of giving to others the guiding inspiration that carries them to success. His reward is the success of those he inspires, and his compensation is the inspiration that comes with such reward.

No teacher can know the extent of his influence. His students take from him the treasures he gives and in time pass on to others what they have learned. Like the sower, his seed falls on good and bad soil alike. But ignorant of (Continued on page 64)

EDITORIAL COMMENT

On Sundry Topics

What is Your Opinion

THE following letter was received by us, without a signature. Nevertheless, it contains some points that may form the basis of a valuable discussion. For the moment we shall not express an opinion on the unique method this teacher suggests, but we should like to have the reactions of any teachers who care to make a contribution on the subject.

I wish you would publish an article in your magazine so I may have your idea of my method of teaching, or answer a few of my questions.

I have been teaching Gregg Shorthand for more than four years and each day I try to improve. In starting beginners I never teach by sound; that is to spell by sound. I teach that *a*, *e*, *o* and *u* have three sounds each and they are often sounded in class. I dictate every word in every lesson and the pupils spell around the class. For instance, *k-a-t* is spelled and written. The next pupil spells *k-a-m*, and so on. Then, after we are through, we read and spell each word back. Everything is spelled as it is being written. I find they soon get the sounds and they learn the *a* has the three different sounds. So I teach the *e*, *o* and *u* in the same manner. It seems to me speed is retarded in any lesson where vowels are required by the teacher to be marked. Why should students be required to go back after writing a word and think how to mark it? Let them almost memorize the lesson assigned. That's my method, and I find it works fine. I can't see teaching by sound—as *k-d-t*.

I require every reading exercise memorized. I ask each pupil to read the exercise over several times before writing it. I don't allow them to write each sentence ten times or fifteen times, but have them write it through fifteen times and they will surely concentrate. The next day each one comes to class and writes it through without any dictation. I then look at that work and criticize the least thing. Concentration was not put on it each time if a letter is written incorrectly.

I cover a lesson a week. Is speed retarded if a class is kept on a lesson two or three weeks? I have such classes sent to me and find them very slow in writing and thinking. I expect

and impress upon my students to go over their work so often that they know every word in each lesson. I get splendid results.

Successful teaching, we believe, cannot be reduced to an absolute formula. Methods that in the main follow well-defined lines may be tremendously varied by the original treatment of the individual teacher. It is an interesting point whether or not the diacritical markings of the vowels are of value in teaching. Write us your suggestions—and do it *now*.

* * *

A Year's Increase—458%!

THE most important organization of commercial teachers in Great Britain is the "Faculty of Teachers in Commerce," which is a combination of four societies—the Incorporated Society of Shorthand Teachers, the Incorporated Society of Typewriting Teachers, the Incorporated Society of Bookkeeping Teachers, and the Incorporated Society of Specialist Teachers. The Incorporated Society of Shorthand Teachers is the oldest organization of shorthand teachers in Great Britain. Originally, it admitted only teachers of Pitman's Shorthand to its membership and conducted examinations for students and teachers in that system only. Some years ago the Society voted to admit teachers of Gregg Shorthand as well as Pitman, and also appointed a Board to conduct examinations for teachers and students in the system.

We have received a copy of the "Teacher in Commerce" (the official organ of the Faculty of Teachers in

EDITORIAL COMMENT

On Sundry Topics

Commerce) for June-July, 1923, which contains a report of the Annual Conference of that organization, held in Glasgow, on May 17th and 18th. It also contains the Annual Report, from which the following figures regarding the number of students taking the examinations in Gregg Shorthand were taken:

| 1921-1922 | |
|----------------|-------|
| Quarterly..... | 342 |
| Specials..... | 114 |
| Total..... | 456 |
| 1922-1923 | |
| Quarterly..... | 1,886 |
| Specials..... | 638 |
| Total..... | 2,524 |

In one year the number of Gregg students taking the Faculty's examinations has increased 458 per cent. In other words, in 1922-1923 there were more than five-and-a-half times the number of Gregg students in the examinations than there were in 1921-1922.

Bear in mind, too, that the figures were compiled after the *first quarter* of this year, and that many of the schools whose students took the examination had introduced the system towards the end of 1922.

Another society in Great Britain which conducts examinations for shorthand certificates is the Royal Society of Arts, London.

Royal Society In a report dated August 31, 1923, it is stated that 877 certificates were granted to students of Gregg Shorthand at various speeds from 50 to 120 words a minute.

The report states: "We have never before had anything like such a number awarded to any system but Pitman's."

From the above it will be seen that 2,524 students took part in the examinations of the Faculty of Teachers in Commerce and 877 the Royal Society of Arts—a total of 3,401 students. Reports on the examinations held by the London Chamber of Commerce and other examining boards have not yet been received.

These figures speak so eloquently of the progress of Gregg Shorthand in Great Britain during the past year that comment is superfluous.



Obituary

E. M. Huntsinger

IN the passing of Mr. E. M. Huntsinger at his late home in Valley View, Pennsylvania, on May 17, commercial education loses another of its beloved leaders.

Although a national figure, Mr. Huntsinger was best known to the members of the Eastern Commercial Teachers' Association, having served as President of the organization. Mr. Huntsinger was a master penman and it was to this field of commercial education that he probably made his greatest contribution.

For many years Mr. Huntsinger conducted the Huntsinger Business College, Hartford, Connecticut, but after the death of Mrs. Huntsinger several years ago, he retired from school work and spent much of his time in travel.

Quizzes on the Manual Lessons

By W. W. Lewis

Head of the Theory Department, Gregg School, Chicago

LESSON V

1. (a) How is *s* traced when joined to a curve?
(b) Write in shorthand five words illustrating your answer.
2. Write in shorthand the following:
stay, said, seems, mass, such, chess, siege, cats, soon, state.
3. Write in shorthand two words beginning with *so*.
4. (a) Write in shorthand three words where *oo-s* join *smoothly*.
(b) Three words where the angle joining is used.
5. (a) Write in shorthand two words using the clockwise *th*.
(b) Two using the anti-clockwise *th*.
6. Write in shorthand the following:
gaze, zero, mix, fix, blanket, sing, condone, enrich, explode, invasion,
feelings, thinly, totally, must, speak, saucy, is that, because, slay, goods.
7. (a) Which *s* is used when the word consists of *s* and a circle vowel only?
(b) Write in shorthand two words illustrating your answer.
8. Write in shorthand the following:
Will you ask Sam for his skates?
Such a scheme will not receive their sanction.
Will he give us a list of the books you desire?
That story about the swimming class was soon squelched.
He was there in the store when James came back.

LESSON VI

1. What is the difference between a diphthong and a vowel combination?
2. What vowel sounds are combined to form the diphthongs *u*, *ow*, *oi*, and *i?*
3. Write in shorthand two words illustrating each of the diphthongs.
4. How do you represent in shorthand *eo*, *oa*, *oe*, *ea*, *īa*, *īo*, *īe*, *īu*?
5. Write in shorthand the following:
try, fight, pile, wire, acute, proud, soil, create, Ophelia, science, oleo, find,
Owens, to which, I would like, owe, you have not, Dear Sir, humid, trout.
6. Write in shorthand the following:
Mr. Price will not allow the boys to fly their new kite on the lawn.
I wish you would write me while you are away.
Do you like the way the Chinese cook rice?
Roy enjoys the game of quoits.
We find that the price is much too high.

LESSON VII

1. (a) Write the shorthand for all the blends and give in longhand their names.

- (b) Write in shorthand words illustrating each blend given in your answer to the above.
2. Write in shorthand five phrases in which the blending principle is applied.
 3. Write in shorthand five words illustrating the use of the disjoined *l*.
 4. Write in shorthand the following:
denote, temper, paint, deemed, gentle, empty, opened, attentive, month, minimum, waited, demanded, between, devote, races, in due time, Messrs., assist, devise, membrane, exist, pond, continent, sudden, lenses.
 5. (a) What is a blend?
(b) What determines the direction of starting a blend?
(c) What determines the length of a curved blend?
 6. Write in shorthand the following:

You will have no difficulty in doing this work if your memory is well trained.

I spent all my time to-day in drawing up notices of the next meeting of our society.

He did not seal the letter after he signed it.

The classes will be consolidated in due time.

Next winter we will take plenty of time to do this difficult task.

LESSON VIII

1. When the circle or loop is reversed to show the following *r*, with what motion must it be traced?
2. Write in shorthand five words illustrating the reversed circle on straight lines to show *r*.
3. Write in shorthand the following:
farm, barn, pert, charm, Sherman, chart, bird, churn, varnish, pardon.
4. Write in shorthand five words illustrating the reversing principle between a horizontal and an upward character.
5. (a) Before what kind of strokes do we reverse to represent *ser*, *sar*, *ther*, *this*?
(b) Write in shorthand five words illustrating the above.
6. Write in shorthand three words to illustrate the reversing principle between *sk*, *ch*, *j*, and *l*.
7. (a) How is the plural of a word ending in a reversed circle represented?
(b) Write in shorthand three words illustrating the above.
8. (a) Where is the circle reversed to show *l*?
(b). Write in shorthand five words illustrating the above.
9. When may *r* be omitted without reversing?
(a) Write in shorthand five words illustrating the above.
10. Write in shorthand the following:

Mr. Harmon gave Charles a new charm.

Martin tore the curtain when he put it up.

Mr. Bernard will endorse this deal heartily.

The farmer searched the cupboard for thirty minutes, but he could not find the deed to the orchard.

The soldier deserted the army on its march to the sea.

To be continued next month)

Prognostic Tests for Typewriting

By Ann Brewington

Head of Secretarial and Teachers' Methods Courses, The School of Commerce,
University of Chicago

(Concluded from the September issue)

THE results of the study were measured by computing correlations, where there were a sufficient number of cases to justify such correlations, between the scores made on the tests and

Treatment of Results the proficiency of the subjects in typing. The

formula used in computing the coefficients of correlation is

$$1 - \frac{6 \text{ times } D^2}{n(n^2 - 1)}$$

The formula for computing the probable error:

$$.6745 \text{ times } \frac{1 - r^2}{\text{Sq. rt. of } n}$$

Where there was not a sufficient number of cases to justify a correlation,

comparisons by inspection were made.

Comparisons by Inspection The proficiency of the subjects in typing was

determined by the records of class work and not by the arbitrary rating of the instructors. The records of class work for Subjects 1 to 20 were such as permit correlations to be made first with specific lessons in the typewriting text, on the basis of the total number of errors made and the time required; second, with drills given during the typewriting class period, such as the Alphabet Drill, the Word-Stroke Test and the 15-Minute Test, on the basis of the number of strokes made, deductions being made for errors. The records of class work for Subjects 21 to 42 were such as to permit correlations to be made with the total number of practice hours necessary for each subject to make a perfect copy of a given assignment.

The first use made of the Associa-

tion tests was to determine whether or not the scores made on these tests correlated sufficiently highly with the class work to justify their being used throughout the study. The correlations obtained were so low as to indicate that in all probability the

Results of Correlating the Tests Action Agent, the Verb Object, and the Number Checking tests would not correlate sufficiently

highly with the class records to justify their being used. Accordingly, these three tests were not given to Subjects 21 to 42. The use of the Form Substitution and the Color Naming tests was justified on the basis of the consistently high correlations of those tests in all trial computations. Accordingly, these tests were given to all subjects.

Lesson 4 is the place in the text where the subjects were at the point of learning to use the shift key; Lesson 6, at the point of learning to use the figures on the keyboard. Budget 3 is the place where the use of the shift key is learned; Budget 5, figures; Budget 6, letter writing. Space does not permit giving here full details concerning the Alphabet Drill, the Word-Stroke Drill, and the 15-Minute Test. However, it can be said that the Alphabet Drill consisted of writing the alphabet for one minute, striking the space bar once after the letter "z" at the end of the alphabet each time. The Word-Stroke Drill consisted of writing for one minute, two words containing the same number of strokes, 2, 3, 4, 5, 6, or 7. The 15-Minute test was

conducted each week in the same manner as specified for award tests published by the various typewriter companies. The subject's proficiency in each of these drills was recorded in terms of strokes, the errors being evaluated according to the method given on page 7.

All of the correlations with the Action Agent, the Verb Object and the Number Checking tests, with the exception of that of the Verb Object with the 15-Minute Test, which was .53, were extremely low; in fact, three of them were negative. But the correlations with Color Naming and Form Substitution range from one that is negative to .55. It is to be noted that the correlations of Color Naming and Form Substitution with the class work of Subjects 21 to 42 do not fall below .22 and do not rise above .53. These results compare favorably with those obtained by Rogers and Hollingworth, and seem to indicate that these tests could be used as some indication of typewriting capacity. Further evidence may be added by stating that the correlations of these two tests, singly and

Speed and Accuracy Correlations

ing Rhythm tests are relatively high and constant. As the Serial Typewriting Reaction test

was constructed for the purpose of measuring the speed and accuracy of the reactions of the subject, in order to determine whether or not one of these factors could be measured by the other, a correlation was computed, using 40 cases, of errors made in the test with the amount of time required to complete the test. The correlation is only .31, P.E. .08; too low, it is believed, to reliably determine the factor of speed by errors, or the factor of accuracy by the time required. This belief is confirmed by the fact that the correlations of the Serial Typewriting Reaction test using a combined score of

errors and time, result in higher correlations with the class work of all subjects, than do the correlations of the single score of time and the single score of errors with the class work.

The fact that the correlations for

Hey! You Commercial Teachers!

Remember Our National Convention Last Year?

When: E. G. Miller came clean, I mean clear from Pittsburgh, and brought six dozen collars along with him from force of habit.

When: Ashby of Ky. won that case of Tanlac; Gaylord of Mass. won that Brush and Comb Outfit; and Smith of Mo. that Gold Safety Razor.

When: Spillman forgot to tell us that story about "Go ask Father."

When: Jumpin' Agile White was re-elected Sec. of State without even a vote being cast. (Wish there were more boys like him!)

When: That boy from Missouri, Convention Talker Smith, Pres. of Smith Bros. Inc., of K. C. made that grave appeal for his home town, and nearly turned the trick. (Better watch that young fellow this year.)

When: You resolved Never to Miss a Convention when it is headed by such a man as Dynamic Wolverine McMillan, Chief Advisor for Henry Ford.

Well! *Those days are gone forever.* But, there'll be some more just like them in Chicago from December 26 to 29, 1923. We're lookin' for You!

—E. W. ATKINSON,
Publicity Manager.

Subjects 1 to 20 are lower than those of Subjects 21 to 42 is accounted for by the fact that ten of the first group had had some training in typewriting before taking the test. Accordingly, they experienced some little difficulty in recalling the fingers according to the numbers assigned to them. These ten subjects were more inclined to think of each of the fingers as resting on the certain keys they had previously learned to regard as "guide keys." Such confusion did not exist with naive subjects; hence the high correlations.

Team correlations of the Serial Typewriting Reaction test and the

justify the statement that this test does have in it the factors involved in learning typewriting, measuring the learning process by both methods, that of the total number of errors made in the attempt to produce a perfect copy of a given assignment, and that of the total number of practice hours required to make a perfect copy of a given assignment.

The high correlations of the Serial Typewriting Reaction test still obtain when those correlations are compared with team correlations of the Serial Typewriting Reaction test and the

TABLE I

COEFFICIENTS OF CORRELATION OF ASSOCIATION TESTS WITH TYPEWRITING TESTS

| (40 Cases) | | | | | |
|-------------------|-----------------|------|--------|------|----------------------------|
| | Serial Reaction | | Rhythm | | Serial Reaction and Rhythm |
| | r. | P.E. | r. | P.E. | r. P.E. |
| Form Substitution | .34 | .08 | .37 | .08 | .41 .08 |
| Color Naming | .58 | .08 | .37 | .08 | .55 .07 |
| Form and Color | .57 | .06 | .48 | .08 | .57 .06 |
| Serial Reaction | | | .60 | .06 | |

combined scores of the Form Substitution and the Color Naming tests are, on the whole, not so high as those of the Serial Typewriting test alone. This fact seems to justify the assertion that the Serial Typewriting test constitutes the best means of measuring the capacity we attempted to measure and that the results obtained by using that test alone are quite as satisfactory, if not more so, than when it is used in conjunction with the Form Substitution and the Color Naming tests. The correlations of this test with the class work of the subjects, are sufficiently high to

Typewriting Rhythm test computed with the class work. In such combination the correlations for Subjects 1 to 20 are appreciably lower than those for Subjects 21 to 42.

There are two ways to account for these differences. One is the fact that Subjects 1 to 20 were not given the Typewriting Rhythm test until after they had had four months training in typewriting. In so far as they had been drilled in rhythmical reaction during that time, the scores they made on the Typewriting Rhythm test do not accurately represent the scores they would have made

on that test if they had been given the test at the same time they took the Serial Typewriting Reaction test. The fact that the correlations for Subjects 21 to 42 are not nearly so low in comparison with those of Subjects 1 to 20, substantiates this one way of accounting for the lower correlations of Subjects 1 to 20. Subjects 21 to 42 were given the Typewriting Rhythm test the same day that they were given the Serial Typewriting Reaction test. The other way of accounting for the differences is on the basis that the Serial Typewriting Reaction test is a better measure of the subject's capacity, regardless of the time at which he takes that test; in other words, the Serial Typewriting Reaction test contains more of the factors involved in the act of typing than the Typewriting Rhythm test contains. It is the belief of the writer that the Serial Typewriting Reaction test would correlate with the class work of the student, if given from time to time as the student progresses in the typewriting course, more highly than either the Association tests used in this study or the Typewriting Rhythm test.

The correlation between the Serial Typewriting Reaction test and class

Scores of Individuals

work may be illustrated by comparisons of a few individual cases. The test indicated and the class work showed Subjects 15 and 16 to be about equal in ability; Subject 15 to be superior in ability to Subject 6; Subject 10 to be very inaccurate; Subject 11 to be slow but inaccurate; Subject 14 to be rapid but inaccurate; Subject 22 to be more rapid than Subject 31, and as having considerable more ability than Subject 41; Subject 23 to be more rapid than Subject 39; Subject 29 to be

more rapid and more accurate than Subject 38; Subject 25 to be more accurate than Subject 34. The five subjects, 29, 26, 23, 39, and 28, who made not more than 5 errors on the test and whose time in taking the test was 243, 224, 221, 319, and 219 seconds, respectively, vary directly in the number of hours required to complete Budget 6, according to the number of errors made on the test.

While it is necessary in making these comparisons to cite individual cases, nevertheless it is obvious that a considerable number of such comparisons can be made, and that such comparisons involve, in most cases, as many practice hours as has been used to form the basis of some of the scientific studies of the learning of typewriting.

It is believed that the full significance of the Serial Typewriting Reaction test cannot be appreciated without analyzing the errors made by the subjects on taking that test. A classification of those errors has been made showing just how many times each kind of error occurs, and a study is being made of the relation these errors bear to the class work of the subjects.

Table I shows the extent to which the Typewriting Rhythm test correlates with the other

Tabulated tests used in this study.

Correlations Of the five correlations made with this test and the class work of Subjects 1 to 20, four of them are negative and the other so very low as to be of no significance at all. The exact figures are given in Table II, on page 55. The correlations of the test with the class work of Subjects 21 to 42 are sufficiently high to indicate that the test is considerably more reliable than the Form Substitution test or the Color Nam-

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ing test, or the combination of those two. However, the results obtained by the use of the Typewriting Rhythm test, on the whole, are not satisfactory enough to justify the amount of labor and time involved in giving and scoring the test.

The conclusions stated here are drawn from the results of this study:

1. It is possible and practicable to construct tests which reveal with a fairly high degree of

Conclusions accuracy, and in a few minutes' time, the degree of skill which the individual pupil can ultimately acquire in typewriting.

2. The Association tests, Form Substitution and Color Naming, can be used only to a limited extent as a means of prognosticating typing ability.

3. The Serial Typewriting Reaction test contains the factors involved in the act of typing to the extent that the test can be used as a fairly reliable means of prognosticating the degree of skill which the individual pupil can ultimately acquire in typewriting. The apparatus used in the test is quite simple and can be constructed so as to be attached to the typewriter whenever desired. The test is so constructed that it can be given individually or to a group.

4. The Typewriting Rhythm test in its present form cannot be used as a reliable means of prognosticating typing ability.

5. The Serial Typewriting Reaction test is just as reliable in prognosticating typing ability as any combination of the three tests used in the study.

TABLE II

COEFFICIENTS OF CORRELATION OF ALL TESTS WITH THE CLASS WORK OF ALL SUBJECTS

| | No. of Cases | Color Naming | | Form Sub. | | Color and Form | | Serial Reaction | | Serial Reaction and Form and Color | | Rhythm | | Serial Reaction and Rhythm | |
|--------------------|--------------|--------------|------|-----------|------|----------------|------|-----------------|------|------------------------------------|------|--------|------|----------------------------|------|
| | | r. | P.E. | r. | P.E. | r. | P.E. | r. | P.E. | r. | P.E. | r. | P.E. | r. | P.E. |
| SUBJECTS 1 to 20* | | | | | | | | | | | | | | | |
| Lesson 4 | (18) | .32 | .14 | .09 | .15 | .19 | .14 | .62 | .09 | .51 | .11 | -.26 | .14 | .36 | .14 |
| 6 | (17) | .34 | .14 | .08 | .15 | .31 | .14 | .70 | .08 | .67 | .08 | -.03 | .18 | .45 | .12 |
| 7 | (14) | | | | | | | .70 | .10 | .85 | .04 | | | | |
| Alphabet Drill | (17) | .48 | .12 | .28 | .14 | .55 | .10 | .75 | .06 | .82 | .04 | -.09 | .16 | .48 | .12 |
| Word-Stroke | (18) | .41 | .12 | .06 | .15 | .41 | .12 | .69 | .08 | .63 | .09 | -.26 | .14 | .41 | .14 |
| 15 Min. Test | (13) | .11 | .18 | .22 | .18 | .24 | .17 | .58 | .12 | .50 | .18 | -.16 | .18 | .54 | .12 |
| SUBJECTS 21 to 42† | | | | | | | | | | | | | | | |
| Budget 1 | (19) | .35 | .12 | .28 | .12 | .31 | .31 | .73 | .06 | .71 | .07 | .72 | .06 | .75 | .06 |
| 2 | (16) | .41 | .13 | .22 | .14 | .38 | .14 | .82 | .04 | .67 | .08 | .76 | .06 | .82 | .04 |
| 5 | (14) | .49 | .13 | .39 | .14 | .53 | .11 | .60 | .10 | .59 | .11 | .53 | .12 | .56 | .11 |
| 6 | (13) | .44 | .14 | .25 | .16 | .40 | .15 | .59 | .10 | .54 | .12 | .47 | .12 | .51 | .12 |

*Females from 17 to 32, registered in the School of Commerce, University of Chicago, Winter and Spring Quarters, 1922. Subject 14 changed typewriters during experiment; others used same machines throughout. Class period 50 minutes daily, 5 days a week.

†Seven males and 15 females, age 15 to 35 years, students enrolled in a well-established Chicago Business College. Class period two 35-minute periods under instructors, and one period of 35 minutes unsupervised practice, 5 days a week.

kept him from the⁷⁴⁰⁰ act which would have let in the black damp to kill all of⁶ them; how it was the fall in the slippery darkness of that⁷⁴²⁵ struggle which had broken his arm. The eighteen told the story bit by bit as the men grew strong enough to talk, and the record⁷⁴⁵⁰ rounded out, of life and reason saved by a boy who had risen out of the gray of commonplace into the red light of heroism.⁷⁴⁷⁵ The men who came out of that burial spoke afterward of McLean as of an inspired being.

At all events, the strike question was settled⁷⁵⁰⁰ in that week below, and Johnny McLean held the ringleaders now in the hollow of his hand. Terrance O'Hara opened his eyes and delivered a⁷⁵²⁵ dictum two hours after he was carried home. "Tell them byes," he growled in weak jerks, "that if any wan of them says shrike till⁷⁵⁵⁰ that McLean child drops the hat, they'll fight—O'Hara."

Day after day while the country was in an uproar of enthusiasm, Johnny lay unconscious, breathing⁷⁵⁷⁵ and doing no more. And large engineering affairs were allowed to go to wrack and ruin while Henry McLean watched his son.

On a hot⁷⁶⁰⁰ morning such as comes in May, a veteran fly of the year before buzzed about the dim window of the sick-room and banged against⁷⁶²⁵ the half-closed shutters. Half-conscious of the sound, the boy's father read near it, when another sound made his pulse jump.

"Chase him out,"⁷⁶⁵⁰ came from the bed in a weak, cheerful voice. "Don't want any more things shut up for a spell."

An hour later the older man⁷⁶⁷⁵ stood over the boy.

"Do you know your next job, Johnny?" he said. "You've got to get well in three weeks. Your triennial in New⁷⁷⁰⁰ Haven is then."

"Holy mackerel!" exploded the feeble tones. "All right, Henry, I'll do it."

Somewhere in the last days of June, New England is⁷⁷²⁵ at its loveliest, and it is Commencement time at Yale. Under the tall elms stretch the shady streets alive eternally with the ever-new youth⁷⁷⁵⁰ of evercoming hundreds of boys. But at Commencement the pleasant, drowsy ways take on an astonishing character; it is as if the little city⁷⁷⁷⁵ had gone joyfully mad. Hordes of men of all ages in startling clothes appear in all quarters. Under Phelps's Gate-way one meets pirates with long⁷⁸⁰⁰ hair, with ear-rings, with red sashes; crossing the campus comes a band of Highlanders; in front of the New Haven House are stray Dutchmen;⁷⁸²⁵ and Japanese and Punchinellos and other flotsam not expected in a decorous town; down College Street a group of men in gowns of white swing⁷⁸⁵⁰ away through the dappled shadows.

The atmosphere is enchanted; it is full of greetings and reunions and new beginnings of old friendship; with the everyday clothes,⁷⁸⁷⁵ the boys of old have shed responsibilities and dignities and are once more irresponsibly the boys of old. From California and Florida, even from China⁷⁹⁰⁰ and France, they come swarming into the Puritan place, while in and out through the light-hearted kalidescopic crowd hurry slim youngsters in floating black⁷⁹²⁵ gown and scholar's cap—the text of all this celebration, the graduating class. Because of them it is Commencement, it is they who step now⁷⁹⁵⁰ over the threshold and carry Yale's honor in their young hands into the world. But small attention do they get, the graduating class at Commencement.⁷⁹⁷⁵ The classic note of their grave youthfulness is drowned in the joyful uproar; in the clamor of a thousand greetings one does not listen to⁸⁰⁰⁰ these voices which say farewell. From the nucleus of these busy, black-clad young fellows, the folds of their gowns billowing about light, strong figures,⁸⁰²⁵ the stern lines

of the Oxford cap graciously at odds with the fresh modeling of their faces—down from these lads in black, the largest⁸⁰⁰ class of all, taper the classes—fewer, grayer, as the date is older, till a placard on a tree in the campus tells that the⁸⁰⁷ class of '51, it may be, has its headquarters at such a place; a handful of men with white hair are lunching together—and⁸¹⁰⁰ that is a reunion.

In the afternoon of Commencement Day there is a baseball game at Yale Field. To that the returning classes go in⁸¹² costume, mostly marching out afoot, each with its band of music, through the gay, dusty street, by the side of the gay, crowded trolley-cars⁸¹⁵⁰ loaded to the last inch of the last step with a holiday crowd, good-natured, sympathetic, full of humor as an American crowd is always.⁸¹⁷⁵ The men march laughing, talking, nodding to friends in the cars, in the motors, in the carriages which fly past them; the bands play; the⁸²⁰⁰ houses are faced with people come to see the show.

The amphitheater of Yale Field is packed with more than ten thousand. The seniors are⁸²⁵ there with their mothers and fathers, their pretty little sisters and their proud little brothers—the flower of the country. One looks about and sees⁸²⁶⁰ everywhere high-bred faces, strong faces, open-eyed, drinking in this extraordinary scene. For there is nothing just like it elsewhere. Across the field where⁸²⁷⁵ hundreds of automobiles and carriages are drawn close—beyond that is a gateway, and through this at three o'clock or so comes pouring a rainbow.⁸³⁰⁰ A gigantic, light-filled, motion-swept rainbow of men. The first rays of vivid color resolve into a hundred Japanese geishas; they come dancing, waving⁸³²⁵ paper umbrellas, down Yale Field; on their heels press Dutch kiddies, wooden-shoed, in scarlet and white, with wigs or peroxide hair. Then sailors, some⁸³⁵⁰ of them twirling oars—the famous victorious crew of

fifteen years back; with these march a dozen lads from fourteen to eight, the sons of⁸³⁷⁵ the class, sailor-clad, too; up from their midst as they reach the center of the field drifts a flight of blue balloons of all⁸⁴⁰⁰ sizes. Then come the men of twenty years ago, stately in white gowns and mortar-boards; then the Triennials, with a class boy of two⁸⁴²⁵ years costumed in miniature and trundled in a go-cart by a nervous father. The Highlanders stalk by to the skirl of bagpipes, with⁸⁴⁵⁰ their contingent of tall boys, the coming sons of Alma Mater. The thirty-five year Graduates, eighty strong, the men who are handling the nation⁸⁴⁷⁵ wear a unanimous sudden growth of rolling gray beard. Class after class they come, till over a thousand men have marched out to the music⁸⁵⁰⁰ of bands down Yale Field and past the great circle of the seats, and have settled in brilliant masses of color on the "bleachers." Then⁸⁵²⁵ from across the field rise men's voices, singing. They sing the college songs which their fathers sang, which their sons and great-grandsons will sing.⁸⁵⁵⁰ The rhythm rolls forward steadily in all those deep voices.

"Nor time nor change can
aught avail,"

the words come,

"To break the friendships
formed⁸⁵⁷⁵ at Yale."

There is many a breath caught in the crowded multitude to hear the men sing that.

Then the game—and Yale wins. The⁸⁶⁰⁰ classes pour on the field in a stormy sea of color and dance quadrilles and form long lines, hand in hand, which sway and cross⁸⁶²⁵ and play fantastically in a dizzy, tremendous jubilation which fills all of Yale Field. The people standing up to go cannot go, but stay and⁸⁶⁵⁰ watch them, these thousand children of many ages, this marvelous show of light-heartedness and loyalty. Till at last the costumes drift together

in platoons⁸⁶⁷⁶ and disappear slowly; and the crowd thins, and the last and most stirring act of the Commencement-Day drama is at hand.

It has come⁸⁷⁰⁰ to be an institution that after the game the old graduates should go class by class to the house of the president of Yale to⁸⁷²⁶ renew allegiance. It has come to be an institution that he, standing on the steps of his house, should make a short speech to each⁸⁷⁵⁰ class. The rainbow of men sweeping gloriously down the city streets with their bands, dissolves into a whirlwind at the sight of that well-known,⁸⁷⁷⁶ slight, dignified figure on the doorstep of the modest house—this is a thing which one who has seen it does not forget; the⁸⁸⁰⁰ three-minute speeches, each apt to its audience, each pointed with a dart straight to the heart of class pride and sentiment, these are a⁸⁸²⁶ marvel. Few men living could come out of such a test creditably; only this master of men and boys could do it as he does⁹⁸⁵⁰ it. For each class goes away confident that the president at least shares its conviction that it is the best class ever graduated. Life might⁹⁸⁷⁶ well be worth living, it would seem, to a man who should hear everywhere hundreds of men's voices thundering his name as these men behind⁹⁹⁰⁰ the class banners. (8903)

(To be concluded next month)

The School and the Press

Need for encouraging school children to think of civic affairs is becoming increasingly apparent. It is an easily established fact that the schools alone are⁹⁵ unequal to this great task. A statistical survey of education conducted by the Federal Bureau of Education shows that the average child spends less than⁹⁵⁰ six years of his life-time in school. Fortunately, the nation is saved from intellectual inertia through the influence of the press—the greatest

single⁷⁵ factor in post-school education of adolescents and adults.

It is a sad commentary upon statesmen and politicians of the present day to realize that¹⁰⁰ these agencies which mold minds and manners of a people are severely handicapped by discriminatory second-class postal rates, which restrict their growth. The public¹²⁵ schools are over-crowded in every locality, yet, an official study of the holding power of the schools shows that only a small percentage of¹⁵⁰ the children reach fitting educational levels. Government figures on the survival percentage show that only 86 per cent of the beginning pupils reach the¹⁷⁵ fifth grade; 73 per cent the sixth grade; almost 64 per cent the seventh grade; and about 58 per cent the eighth²⁰⁰ grade; nearly 32 per cent the first year of high school; 23 per cent the second; almost 17 per cent the third, and²²⁵ over 14 per cent the fourth year of high school on schedule time.

The Federal records show that a child will attend a total of²⁵⁰ 1,075.9 days, or an equivalent of 5.38 years of 200 actual school days each.

At the²⁷⁵ age of 5 the complete expectation of life, as shown by the United States Life Tables, is 56.21 years of³⁰⁰ 365 days each. The average child as shown above attends school after this age only 1,075.9 days, or³²⁵ an equivalent of 2.95 years of 365 days each. By comparing these figures it is found that this average³⁵⁰ child attends school only one-nineteenth of his life, subsequent to his fifth birthday. In other words only 1 day in 19 is spent in³⁷⁵ scholastic preparation for life.

A relatively small percentage of negro children attends school. At the age of 11, when the largest percentage attends, only⁴⁰⁰ 72.7 per cent are enrolled in school. After the children pass the age of 14 the rate of decrease in the percentage attending⁴²⁵ school becomes very pronounced. This is the age when most compulsory attendance laws cease to operate

effectively, and the result is clearly in evidence in⁴⁸⁰ this figure. Only 22.6 per cent of the children 18 years of age are to be found in school. Among our foreign-born⁴⁷⁵ white population the school mortality is very rapid after the age of 13, indicating that fewer such children enroll in the upper grades and⁵⁰⁰ high school. At the age of 18 only 6.8 per cent of the foreign-born white children are to be found in school.¹²⁵ Despite these astonishing figures, the over-crowded condition of schools to-day shows the need of limiting the number of students. The press of the country⁵⁵⁰ is making every effort to enlarge and liberalize the understanding of the citizens. It is a necessary adjunct to the school system and is often⁵⁷⁵ the only source of enlightenment for large numbers of people.

The press has always been recognized as the teacher of the entire public. Without it⁶⁰⁰ the spirit of nationalism would be quickly extinguished for the intelligence conveyed by the newspapers and magazines has much to do with the formation of⁶²⁵ national character. Study of school and college mortality shows that the newspapers and magazines must take up the task of educating the people where the⁶⁵⁰ schools leave off. Their great effect is in the interchange of ideas. A nationally known educator has very aptly said: "The cities will read anyway;⁶⁷⁵ there are many educational opportunities in the cities anyway; but the small towns and the rural districts depend to a large extent on newspapers and⁷⁰⁰ magazines."

The nation of to-morrow depends on the children of to-day. Beyond the education given in public schools must come acquirement of the knowledge of⁷²⁵ how to do things—that is the basis of material prosperity; and the knowledge of how to think—which is the basis of culture. A⁷⁵⁰ small percentage of our population obtains this additional knowledge in universities; another small per-

centage absorbs it from personal experience, but the great majority of us⁷⁷⁵ must get it by reading educational newspapers and periodicals. These publications are widening the scope of their service and the average newspaper of to-day conducts⁸⁰⁰ a schoolroom in its special columns of questions and answers. The influence of the press cannot be measured in terms of dollars and cents. It⁸²⁵ is an integral part of our national life which still languishes under war-time postal taxation—five years after the war is ended. (848)

Lesson VII

WORDS

Damsel, dingy, primitive, stamp, indexes, sustenance, sprinted, matted, linden, stipend, kindle, dedicate, Moses, tempted, dentistry, brindle, mend, loaned, buttons, talkative, Briton, coaxes, losses. (23)

SENTENCES

The sensitive lad was gentle but very talkative. I am tempted to kindle a fire in the grate. Mr. Clemens pretended that he did not²⁵ know of the freshman's losses. The humidity is much more intense here than it is inland. The Briton sprinted for the goal but was thrown⁵⁰ for a loss by Moses. Now, who will mend your clothes? (61)

Lesson VIII

WORDS

Hunger, stormy, putter, stutter, shutter, lodger, trainer, trimmer, curdle, flirt, jars, arnica, leopard, auburn, spearmint, armhole, hurdle, armistice, custard, safeguard, nervous, Willard, worried, warmth. (24)

SENTENCES

His face was much scarred from powder burns. The most absorbing story I have read about the war is the signing of the armistice. Mr.²⁵ Willard was greatly worried because of his not receiving the merchandise on time. She became very nervous

for fear Martin would burn the custard. This⁵⁰ is certainly germane to the question. The lodger will close the shutter if it storms. (65)

Lesson IX

SENTENCES

You will oblige us by appointing a new agent for this territory immediately. Our firm will allow you credit for any goods you may wish²⁵ to return. Our books show a balance still due you and if you desire, we will mail you a check covering the same early in⁵⁰ the week. We will send an order to-morrow for the goods listed on the inclosed sheet. We guarantee this merchandise to be of standard quality⁷⁵ and to give satisfaction in every particular. This system is an improvement on the one formerly in use. What effect did your suggestion have on¹⁰⁰ the clerks? The official pointed out the advantages of the new system. He took this occasion to thank all those who assisted him at that¹²⁵ time. (126)

Lesson X

WORDS

Withal, educated, outdoors, pointer, attributed, demonstrator, plasterer, ignite, hemisphere, mastoid, bespeak, writer, lefthand, barometer, obnoxious, abdicate, outraged, nowhere, housekeeper, thereabouts, artillery, reminiscent, eleven o'clock,²⁵ 179 pounds, few hundred, a billion dollars. (34)

SENTENCES

The demonstrator attributed his success largely to his command of the English language. This is an outrage and should not be tolerated. He was in²⁵ a very reminiscent mood at that time. The housekeeper used asbestos pads, on which she placed her hot dishes. The king was obliged to abdicate⁵⁰ because of changes in the regime. The artillery was equipped with masks to combat the obnoxious gases of the enemy. (70)

Lesson XI

WORDS

He will not be able, he must not, they will not be able, success of the plan, to oblige, as quick as, has not been²⁵ able, for a few minutes, wait a minute, minute by minute, some of these, to avoid, capital of the state, it is said, as you⁵⁰ may desire, as rich as, great importance, very soon, she had been, you do not represent, from step to step, that this is, week or⁷⁵ ten days, it must be. (80)

SENTENCES

They will not be able to deliver the goods for a week or ten days. We give all orders our very best attention. The success²⁵ of the plan is assured because of his prompt action. It is said that matters of great importance will be taken up in this session.⁵⁰ Some of these goods will be ready very soon; we will ship them as you may desire. It must be that this is the last⁷⁵ lot we have in stock. She said she had been ready for some time. (89)

Lesson XII

WORDS

Monkey, carnal, disband, relapse, repast, modest, unfold, tunic, hideous, pervade, profile, pronoun, politician, select, tonnage, plush, Topeka, rhetoric, rupture, lump, finest, abrupt, brutal, junk. (24)

SENTENCES

You should learn well the basic principles of the system. After plunging a few feet from the crowd, he came to an abrupt stop. The²⁵ officer did not use violence in arresting the modest youth. The lady in the plush coat was deeply absorbed in her book on rhetoric. We⁵⁰ will erect a handsome building on the corner. The news will be heralded from coast to coast. (67)

+ + +

Understanding does not always drive onward like an arrow. The mind

stands by, making a halt, and going round for advice moves straight on, none the less, and hits the mark.—*Marcus Aurelius.*

+ + +

Key to August O. G. A. Test

Do you remember what Charles Lamb says about roast pig? How he falls into an ecstasy of laudation, spelling the very name with small capitals,²⁵ as if the lower case were too mean for such a delicacy, and breaking away from the cheap encomiums of the vulgar tongue to hail⁵⁰ it in the sonorous Latin as *princeps obsoniorum!* There is some truth in his compliments, no doubt; but they are wasteful, excessive, imprudent. For if⁷⁵ all this praise is to be lavished on plain, fresh, immature roast pig, what adjectives shall we find to do justice to that riper, richer,¹⁰⁰ more subtle and sustaining viand, broiled bacon?

On roast pig a man cannot work; often he cannot sleep, if he have partaken of it immoderately.¹²⁵ But bacon "brings to its sweetness no satiety." It strengthens the arm while it satisfies the palate. Crisp, juicy, savory; delicately salt as the breeze¹⁵⁰ that blows from the sea; faintly pungent as the blue smoke of incense wafted from a clean wood-fire; aromatic, appetizing, nourishing, a stimulant to the¹⁷⁵ hunger which it appeases, 'tis the matured bloom and consummation of the mild little pig, spared by foresight for a nobler fate than juvenile roasting,²⁰⁰ and brought by art and man's device to a perfection surpassing nature. All the problems of woodland cookery are best saved by the baconian method.²²⁵ And when we say of one escaping great disaster that he has "saved his bacon," we say that the physical basis and the quintessential comfort²⁵⁰ of his life are still untouched and secure. (258)—*From "Days Off," by Henry Van Dyke.*

Business Letters

"OUT OF STOCK"

(From Gardner's Constructive Dictation, pages 36 and 37, letters 2 and 4)

Hamlin & Morrison,
119 South Fourth Street,
Philadelphia, Pennsylvania.
Gentlemen:

We inclose our credit memorandum to cover the shortage of 1 only²⁵—500 bottle Bayer, Aspirin tablets

Our stock on some of the numbers of B. Q. Chocolates in five-pound boxes is exhausted. We have a⁵⁰ large shipment on the way, however, which we expect to receive in a very short time. We are holding a back order for five pounds⁷⁵ of Star Chocolate Super Creams and five pounds of Star Milk Frappe for shipment with your first order after the arrival of our stock.

Yours¹⁰⁰ very truly, (102)

Mr. John Franzen,
2562 West Congress Street,
Ithaca, New York.

Dear Sir:

We have received your order for books of design Nos.²⁵ 1, 2, 3, and 4. Before sending them we thought best to inquire if you were sure these are the books you want.

We think⁵⁰ you have the numbers confused, as we do not manufacture Anchor Blocks No. 2; in fact we have not sold any for several years.

Inclosed⁷⁵ you will find a price list of the various sets of Anchor Blocks. You will be able to compare these prices with what you paid¹⁰⁰ for your set and so determine which set of blocks you have. Below we give you the prices for the different books of designs.

As¹²⁵ soon as we know which set of blocks you have, we shall be glad to send you the books for it.

Very truly yours, (149)

A Real Estate Case

State of Illinois }
 County of Cook } ss.
 City of Chicago. }

IN THE MUNICIPAL COURT OF
CHICAGO

First District

Benjamin Toss, }
 plaintiff }
 vs. } No.²⁵ 108923
 Samuel Sheeder, }
 defendant }

STENOGRAPHIC REPORT of
 the testimony taken and the pro-
 ceedings had on the hearing of the
 above entitled⁵⁰ case, before the
 Honorable William Gates, one of the
 Judges of said court, without a jury,
 commencing on the 18th day of Au-
 gust, A. D.⁷⁵ 1923.

Mr. Samuel Cox
 appeared for the plaintiff,
 Mr. Joseph E. Shale
 appeared for the defendant.

And thereupon the plaintiff, to
 maintain the¹⁰⁰ issues on his part,
 introduced the following evidence,
 to-wit:

BENJAMIN TOSS

the plaintiff herein took the stand in
 his own behalf, having been first
 duly¹²⁵ sworn, testified as follows:

DIRECT-EXAMINATION

By Mr. Cox

Q What is your name, please?

A. Benjamin Toss.

Q Where do you live?

A¹⁵⁰ 1632 Avery Avenue.

Q What is your business?

A Real Estate.

Q Do you know Samuel Sheeder?

A Yes, sir.

Q When¹⁷⁵ and where did you first
 meet him?A I met him in the early part of
 March in his store.Q March, 1923?²⁰⁰ A Yes, sir, 1923.

Q This year? A Yes.

Q Where is his store?

A At the southwest corner²²⁵ of Lake
 and Avery.Q What kind of a store does
 Sheeder have?

A An Ice Cream Parlor.

Q What were you doing there?

A²⁵⁰ I was there to ask him whether
 he wanted to sell the building that he
 had his store in.Q How long have you been²⁷⁵ in the
 real estate business?A I have been in the real estate
 business two years.Q What talk did you have with
 Sheeder on³⁰⁰ that first occasion?A I asked him whether he wanted
 to sell the corner.

Q What was on the corner?

A There were three or³²⁵ four stores
 and flats and offices. I did not know
 what was there. I just came in to list
 it and he said he did³⁵⁰ not want to
 sell that on account of having his
 business there. I was about ready to
 leave when he said he had some
 vacant³⁷⁵ and asked me whether I had
 any buyers for vacant property.Q When you first went in there
 were you interested in any vacant?A⁴⁰⁰ No, sir. I had a buyer for im-
 proved property.

Q For the corner?

A For the corner, yes, sir.

Q When he asked you if⁴²⁵ you had a
 buyer for the vacant, what did he
 say? Go ahead and give us the con-
 versation.A We walked up and looked it⁴⁵⁰
 over. It was 240 feet by 90 feet, or
 probably a little less than 90 feet.
 He said that he would sell⁴⁷⁵ it for
 \$125 a foot, and that he would take
 \$10,000 in cash and the balance he
 would⁵⁰⁰ take a mortgage for ten
 months' time. (507)

(To be continued next month)

Short Stories in Shorthand

THE DONOR

Magistrate: "Are you married?"

Prisoner: "No. I got this black
 eye from a friend." (14)

LIKE MIND, LIKE POEM

Poet: "I put my whole mind into this poem."

Editor: "Evidently, I see that it's blank verse." (17)

BUSINESS ONLY

Riggs: "That Dr. Sims is quite a wit, isn't he?"

Miggs: "Yes, but there's a sinister motive behind his humor. His idea is to make²⁵ his patients laugh themselves sick." (30)

LOST OPPORTUNITY

Professor: "Sir, you lack ambition, incentive and backbone. You are hopeless. When Sir Isaac Newton was of your age, he contributed two great books to²⁵ the world."

Indignant Senior: "Yes, and when George Washington was your age, he was president!" (40)

BRUTALLY STATED

Mrs. Blackstone: "You never tell me any of your business secrets."

Blackstone: "Of course not, my dear, I expect to remain in business for quite²⁵ awhile yet." (27)

FOREHANDED

Jim: "How on earth did Rubinsky make all that money so quickly?"

Jack: "Why, he established branches of his junk shop close to all the²⁵ important grade crossings of the country." (31)

HAPPY DAYS

Teacher: "Henry can you define a hypocrite?"

Henry: "Yes, mam, it's a kid that comes to school with a smile on his face." (22)

RAISE WANTED

Mother: "Johnny, why in the world are you feeding the baby yeast?"

Johnny: "Boo-hoo! She's swallowed my quarter and I'm trying to raise the²⁵ dough." (26)

Teachers' Certificates

(Continued from page 44)

Laura Lamarre, Springfield, Mass.
M. Odelie Lorette, Auburn, Maine
Margaret F. Loughran, Natick, R. I.
Dorothy McDaniel, Lynchburg, Va.
Helen T. McKelvey, Los Angeles, Calif.
Ruth McNew, Greeley, Colo.
Carye Manila Marihugh, Rifle, Colo.
Helen L. Mitchell, Spokane, Wash.
Pearl Pottelger Mogel, Reading, Pa.
Mildred Motter, Fort Wayne, Ind.
G. A. Murphy, Bowling Green, Ky.
Flora E. Nelsen, Spokane, Wash.
June Lillian Ostling, Greeley, Colo.
Hattie M. Patty, Greenville, Texas
Emma O. Paul, Seattle, Wash.
Bell Reid Phelps, Houston, Texas
Olive E. Porter, Springfield, Mass.
Elizabeth Reiff, Greeley, Colo.
Lynn Roach, Paris, Texas
Eleanor J. Rogers, Los Angeles, Calif.
Lena H. Rohrer, Philadelphia, Pa.
Mary K. Rourke, Farmington, Conn.
Hilda Sasse, Lincoln, Nebr.
Estelle M. Sawyer, Burlington, Vt.
Louise Schnebly, Wilmington, Del.
Rachel Scott, Fort Wayne, Ind.
Rebecca E. Sellers, Perkaspie, Pa.
Sallie Shore, Blackstone, Va.
Elmer Schumaker, Toledo, Ohio
Melissa Spratt, Auburn, Maine
Amelia E. Starkay, Glenside, Pa.



The True Teacher

(Continued from page 45)

what the harvest may be, he has the immediate satisfaction that comes to those who know that theirs is work well done.

The teacher is a leader of all human-kind. Like a beacon-light in surrounding darkness his large-mindedness helps to strengthen the faith of men in hope and in inspiration. His is the example that stimulates those who discover more knowledge and who perfect new and better skills. His is the enthusiasm that leavens human thought, and his the optimism that strengthens those in despair.

(From "The Journal of the National Education Association")